

St George Middle

600 Minus Street
St. George, SC 29477

Grades 6-8 Middle School

Enrollment 427 Students

Principal Dr. Gwendolyn Wright 843-563-3171

Superintendent Jerry Montjoy, Interim Superintendent 843-563-4535

Board Chair Kenneth Jenkins, Ed.D 843-563-3228

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	14	42

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 8 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

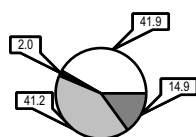
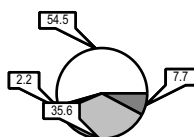
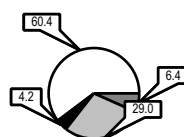
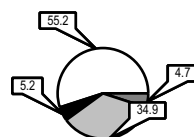
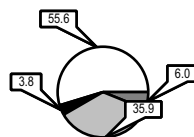
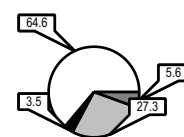
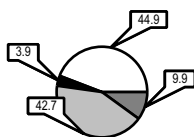
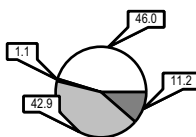
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	77.8	92.2
English 1	79.2	83.2
Biology 1/Applied Biology 2	N/A	40.0
Physical Science	N/A	27.7
All Subjects	78.4	84.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	420	92.4	41.3	40.5	16.0	2.1	24.8	No	Yes
Gender									
Male	230	88.3	54.5	32.3	10.6	2.5	15.2	N/A	N/A
Female	190	97.4	26.6	49.7	22.0	1.7	35.6	N/A	N/A
Racial/Ethnic Group									
White	120	90.0	29.8	39.4	25.0	5.8	36.5	No	Yes
African American	294	93.5	45.5	41.4	12.8	0.4	20.3	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	355	98.3	36.0	44.0	17.7	2.4	27.4	N/A	N/A
Disabled	65	60.0	91.7	8.3	0.0	0.0	0.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	420	92.4	41.3	40.5	16.0	2.1	24.8	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	419	92.4	41.2	40.6	16.0	2.1	24.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	336	92.6	44.0	41.4	14.2	0.3	22.2	No	Yes
Full-pay meals	84	91.7	30.1	37.0	23.3	9.6	35.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	420	93.8	52.9	36.6	8.1	2.4	17.8	No	Yes
Gender									
Male	230	91.3	57.1	32.7	7.3	2.9	16.1	N/A	N/A
Female	190	96.8	48.0	41.2	9.0	1.7	19.8	N/A	N/A
Racial/Ethnic Group									
White	120	90.8	37.7	41.5	14.2	6.6	33.0	No	Yes
African American	294	94.9	58.1	35.6	5.9	0.4	11.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	355	98.6	48.8	39.4	9.1	2.6	20.0	N/A	N/A
Disabled	65	67.7	85.7	14.3	0.0	0.0	0.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	420	93.8	52.9	36.6	8.1	2.4	17.8	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	419	93.8	52.8	36.7	8.1	2.4	17.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	336	93.5	55.2	35.9	7.5	1.3	15.4	No	Yes
Full-pay meals	84	95.2	43.4	39.5	10.5	6.6	27.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	418	98.1	60.1	29.2	6.5	4.2	10.7
Gender							
Male	229	97.4	65.8	23.9	5.9	4.5	10.4
Female	189	98.9	53.1	35.8	7.3	3.9	11.2
Racial/Ethnic Group							
White	120	95.0	42.0	35.7	11.6	10.7	22.3
African American	292	99.3	66.8	27.2	4.6	1.4	6.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	353	98.9	54.8	32.6	7.6	5.0	12.6
Disabled	65	93.8	90.0	10.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	418	98.1	60.1	29.2	6.5	4.2	10.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	417	98.1	60.0	29.3	6.5	4.3	10.8
Socio-Economic Status							
Subsidized meals	334	97.9	64.6	27.3	5.6	2.5	8.1
Full-pay meals	84	98.8	41.8	36.7	10.1	11.4	21.5

Social Studies							
All Students	418	97.8	54.8	35.3	4.8	5.3	10.0
Gender							
Male	229	97.4	56.1	33.9	4.1	5.9	10.0
Female	189	98.4	53.1	36.9	5.6	4.5	10.1
Racial/Ethnic Group							
White	120	95.0	45.9	31.5	9.9	12.6	22.5
African American	292	99.0	58.0	37.1	2.8	2.1	4.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	353	98.6	50.0	38.2	5.6	6.2	11.8
Disabled	65	93.8	81.7	18.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	418	97.8	54.8	35.3	4.8	5.3	10.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	417	97.8	54.9	35.1	4.8	5.3	10.0
Socio-Economic Status							
Subsidized meals	334	97.6	57.0	36.1	4.7	2.2	6.9
Full-pay meals	84	98.8	45.6	31.6	5.1	17.7	22.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	98.8	46.8	37.3	14.6	1.3	15.8
	7	231	97.0	49.3	42.1	8.6	0.0	8.6
	8	193	97.9	43.3	44.4	11.1	1.1	12.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	129	79.8	35.6	36.6	21.8	5.9	27.7
	7	127	99.2	43.7	36.1	19.3	0.8	20.2
	8	164	97.0	43.2	46.5	9.7	0.6	10.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	99.4	28.9	50.3	17.6	3.1	20.8
	7	231	99.1	52.1	39.3	8.1	0.5	8.5
	8	193	96.9	59.3	35.6	4.5	0.6	5.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	129	84.5	36.4	42.1	15.0	6.5	21.5
	7	127	99.2	49.6	39.5	9.2	1.7	10.9
	8	164	97.0	66.7	30.8	2.6	0.0	2.6
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	99.4	54.1	28.3	12.6	5.0	17.6
	7	231	98.3	58.1	34.8	5.7	1.4	7.1
	8	193	97.4	55.9	37.4	5.0	1.7	6.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	129	96.9	61.3	25.0	8.9	4.8	13.7
	7	125	99.2	60.7	22.2	9.4	7.7	17.1
	8	164	98.2	58.8	37.5	2.5	1.3	3.8
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	168	99.4	56.0	35.8	3.1	5.0	8.2
	7	231	98.3	65.2	28.6	3.8	2.4	6.2
	8	193	97.4	55.9	37.4	5.6	1.1	6.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	129	96.1	41.9	38.7	8.1	11.3	19.4
	7	125	99.2	59.8	33.3	3.4	3.4	6.8
	8	164	98.2	61.0	34.0	3.1	1.9	5.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 427)				
Students enrolled in high school credit courses (grades 7 & 8)	27.4%	Up from 12.4%	9.1%	16.7%
Retention rate	2.4%	Up from 1.0%	3.8%	2.5%
Attendance rate	93.3%	Down from 94.2%	95.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%	Down from 8.8%	0.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	4.3%	Down from 7.7%	0.4%	1.0%
Eligible for gifted and talented	9.3%	Down from 11.0%	8.6%	15.6%
On academic plans	0.0%	N/AV	52.7%	39.9%
On academic probation	0.0%	N/AV	0.8%	0.7%
With disabilities other than speech	14.7%	Up from 13.4%	13.5%	12.4%
Older than usual for grade	4.4%	Down from 5.3%	8.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Up from 1.7%	1.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	51.6%	Up from 41.7%	52.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	9.4%	N/A	13.2%	9.1%
Teachers with emergency or provisional certificates	17.9%	Down from 31.0%	13.1%	5.6%
Teachers returning from previous year	72.3%	Down from 77.1%	79.0%	84.6%
Teacher attendance rate	94.6%	Down from 95.7%	94.6%	94.8%
Average teacher salary	\$42,673	Up 8.4%	\$40,577	\$42,267
Prof. development days/teacher	11.9 days	Down from 33.1 days	11.9 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	24.5 to 1	No change	19.5 to 1	21.1 to 1
Prime instructional time	86.3%	Down from 88.3%	87.9%	89.0%
Dollars spent per pupil*	\$6,829	Up 3.6%	\$6,976	\$6,243
Percent of expenditures for teacher salaries*	53.8%	Down from 54.8%	56.6%	59.8%
Percent of expenditures for instruction*	58.5%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	94.6%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2005-2006 school year, St. George Middle School received an Improvement Rating of Unsatisfactory and an Absolute Rating of Unsatisfactory. Our goal during the 2005-2006 was to implement the Explicit Direct Instruction (EDI). The EDI model focuses on direct instruction checking for understanding and integration of the curriculum in every subject area. Additional focus was placed upon better utilization of test data, staff development, and the creation and implementation of an innovative PACT preparation. The formation of instructional strategies centered on RIT scores and PACT data. The South Carolina Reading Initiative resulted in students checking more books out of the media center, and additional emphasis was placed upon classroom observations, modeling coaching and feedback.

The 21st Century Grant provided additional opportunities for academic remediation and social growth for students. The W.I.N. program was implemented to provide recognition for good school citizenship. Numerous parenting classes were provided through the 21st Century grant and the school social worker. The number of out-of-school suspensions was reduced by 40%. The Sixth Grade Academy was instituted to smooth the transition from the elementary to middle school. The Eighth Grade Academy was created and provided 30 additional minutes daily for remediation and enrichment. St. George Middle was visited by the State External Review Team and received recommendations along with commendations for improvement. Students were recognized quarterly for academic achievement through a formal awards assembly. Instructional Wednesday was implemented to enhance data analysis of MAP data and PACT preparation. One student was recognized as a Duke TIP scholar.

St. George Middle will continue to strive daily to assist each student in reaching her/her highest academic and social potential through quality instruction, supervision, administrative support, and parental engagement.

Brooks Moore, Principal Specialist

Tanya Britt, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	132	59
Percent satisfied with learning environment	79.2%	54.3%	56.1%
Percent satisfied with social and physical environment	87.5%	60.0%	61.0%
Percent satisfied with school-home relations	41.7%	73.8%	69.1%

*Only students at the highest middle school grade level at this school and their parents were included.